



Newsletter

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Greetings from the President

By Lina Vellucci

Dear TESOL Italy members,

TESOL Italy's 41st National Convention is approaching. Speakers and teachers from all over the world will be present to share their ideas and expertise in the field of language professional development. Our plenary speakers this year are Dudley Reynolds, Joyce Kling and Nayr Ibrahim. Their participation has been made possible through the sponsorship of, respectively, TESOL International Association, the U.S.A Embassy in Rome, and British Council.

Dudley Reynolds is the current President of TESOL and Teaching Professor of English at Carnegie Mellon University in Qatar. His research focuses on teacher development and second language learning. It's a great honor to have him at our Convention in Rome. Professor Reynolds will deliver the Keynote address, 'Languaging, Teaching, Shaping in a Changing World', and will discuss changes occurring in the world of English teaching and how teachers can shape them into opportunities for professional growth. Professor Joyce Kling is a postdoctoral fellow at the Centre for Internationalisation and Parallel

(continued on p.10)

To all TESOL Italy members,

TESOL Italy expresses its heartfelt solidarity to the people of Central Italy for their losses and the damages in the major earthquakes that occurred on 26th October and 30th October 2016.

TESOL Italy, which is a non-profit association of Teachers of English to Speakers of Other Languages, is willing to offer its support to teachers wherever needed.

Lina Vellucci
President TESOL Italy

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CLIL and learning technologies: a top priority for 2016-19

Gisella Langé, Foreign Languages Inspector, MIUR
Letizia Cinganotto, PhD Researcher, INDIRE

On 3rd October 2016 the Minister for Education Stefania Giannini presented the new National Teacher Training Plan for 2016-2019 in "Sala della Comunicazione" at the Ministry of Education in Rome. It is a very ambitious plan, aiming at rethinking and reshaping the training of all the school staff, considering the new challenges of 21st century education.

The Plan aligns Italian teacher training with other European countries, introducing innovative and valuable items, such as portfolio, training units, badges etc.

Language competences and CLIL are among the top priorities for 2016-19 and new training actions will be promoted by the Ministry in 2016-19, involving both foreign language teachers and subject teachers at any school level, as shown in the table below:

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- 2) students under 30:• 15,00;
- 3) supportes, schools, universities, agencies:• 60,00

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TESOL (Teachers of English to Speakers of Other Languages) Italy

TESOL Italy, an affiliate of TESOL International, founded by Mary Finocchiaro, is a non-profit organization of teachers of English in Italy. Its purposes are to stimulate professional development, to disseminate information about research, books and other materials related to English, and strengthen instruction and research.

TESOL Italy organizes a national convention every year .

Members receive TESOL Italy Newsletter and Perspectives, the academic journal of the association.

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TESOL Italy's mission is to develop the expertise of those involved in teaching English to speakers of other languages, and to foster professional growth and active participation in language teaching. Its mission includes promoting community understanding of the role of language in a progressively changing environment while respecting individuals' language rights.

To achieve this TESOL Italy

- encourages access to and standards for English language instruction, professional preparation, continuing education and student programs;
- links groups to enhance communication among language specialists;
- produces high quality programs, services and products
- promotes advocacy to further the profession.



From the editor

Reshaping professional development

by Daniela Cuccurullo

Ministerial Regulations have just set up a new policy perspective and outlined the overall framework for action: the new National teacher training plan has been presented by the Ministry of Education (see Langè & Cinganotto), launching future national actions and setting standards for accreditation systems.

For teachers, developing professionally means anticipating and governing the training process and implies the task of developing a coherent plan for one's own professional development in tune with each teacher's professional biography.

Teachers are reflective professionals and for them development implies continuous reflection on their experience to devise new and more conscious and effective patterns of action if they wish to improve student learning and achievement.

Not only are teachers users of training courses, but they are also valuable resources to understand and renovate the process of teaching, as we can recognize in the Nile course winner's contribution and in Rockenhaus' rubric; teachers can be innovators in the teaching field, as Iraldo underlines in her note devoted to Sirio Digiulio Maria; they can be a never-ending source of inspiration and reflection, as Morbiducci's contribution testifies.

TESOL Italy, through the upcoming Convention, the local groups' continuous training initiatives, and suggestions from contributors to the newsletter may well help improve the profile of the teaching profession in this new direction and contribute to reshaping professional development.

Enjoy your reading!

Translation in Love



Italian Places – (Hit at the Heart, but Not Uprooted!)

PART 1

According to the scenario depicted by Andrea Sirotti in his comprehensive survey published in *Tradurre, Pratiche Teorie Strumenti*, numero 10, primavera 2016 (Andrea Sirotti: *Vent'anni (circa) di traduzioni di poesia inglese, britannica e postcoloniale: 1995-2015* <http://rivistatradurre.it/2016/05/ventanni-circa-di-traduzioni-di-poesia-inglese-britannica-e-postcoloniale-1995-2015/>), Charles Tomlinson appears as an author whose work has received relatively good attention in the past twenty years in Italy – but not in adequate measure, compared to the stature and overall production of the poet – Professor emeritus at University of Bristol, critic, translator, world-wide traveler, painter, with a refined mind and immense culture. With more than 20 books of poetry, some of which venturing experimental procedures of composition such as in *Renga* (1971), for instance, a chain of poems in four languages, where he collaborated with Octavio Paz, Jacques Roubaud and Edoardo Sanguineti, “Unsurprisingly, Tomlinson’s life and career reflect the same energetic interest in cross-cultural convergence that infuses his poetry. Travel and residence abroad have played a major role in this development as a poet”. (Judith P. Saunders, *The Poetry of Charles Tomlinson. Border Lines*, Farleigh Dickinson University Press/ Associated University Presses, London- Mississauga, Ontario, 2003, p. 59).

Tomlinson, for his lifelong dedication to poetry, certainly deserves more specialized and critical work, for his importance as British contemporary poet who encompasses cultures, languages and poetic currents, in general, but, in particular, for us - Italian scholars and translators - for his special affection towards the Italian landscape in which he always found an intimate form of inspiration.

In these pages, I would like to draw attention to two of his poems, dedicated to the main squares in two towns in the Marche region, the two texts – to follow soon in fronting version - contained in the collection “Italian Places / Luoghi italiani”, edited by Marco Fazzini, Edizioni del bradipo, Lugo, 2000. Here, the specific reference to Ascoli Piceno and Fermo central squares, is inscribed in the presence of a physical, as well as thematic, notion of “liminality”, where opposites meet, and where the poet’s consciousness acts as a form of hinge, around which the whole experience of poetic composition rotates and expands, in a sort of ripple effect. Saunders notes, “Edges are centres” (quotation from Tomlinson’s *The Flood*. 1981. In *The Collected Poems*. Rev. ed. Oxford: Oxford University Press, 1987) and in this oxymoron she encapsulates *in nuce* another typifying feature of Tomlinson’s poetry, that is, the potential extension of entities to their contraries, “contrapuntal designs” (Saunders, 69). “Focusing from the beginning of his career on ‘relations and contraries’ (the title of his first book of poems) he shows tide set against shore, glacier against rock, earth

against sky, sun against cloud [...] [e] ncompassing historical, economic, and sociopolitical polarities as well as the elemental” (Michael Edwards, “The Poetry of Charles Tomlinson” in *Charles Tomlinson: Man and Artist*, ed. Kathleen O’Gorma, Columbia: University of Missouri Press, 1988, p. 14, quot. in Saunders, 69).

In this view, “Diction, syntax, rhyme, stanza, line, and figurative usage [...] for instance are influenced by this persistent interest”, “the convergence of disparate phenomena is charged with activity and movement”, “to unleash ‘energies pouring through space and time’”, “In the evocation of these ‘energies’” (Saunders, 70), Tomlinson privileged action words, charged with dynamic power, “a fugue-like rebounding of energies” (Saunders, 74).

PART 2

Look at the map of Italy, and you will see how, since August 24th, up to the recent Oct. 26th and 30th, the Italian land has been it its very Heart: Lazio, Abruzzo, Marche, Umbria. The mountain dorsal of the Appennines is splitting, breaking open and sliding apart, drawing in the geological phenomenon the history and geography of Central Italy, together with the personal stories of people, their houses, their monuments, their churches and schools, their farms and factories. A disaster of incomparable loss.

Can poetry restore anything? Physically, it can’t, but morally and intellectually, maybe. Here follows a poetical homage to the two “competing” squares of Ascoli Piceno and Fermo. Being Maceratese by birth, highlighting the beauty of these two architectural gems, I mean to praise the ingenious strength of my people and collect (and spread) the (positive) energies of everyone who reads the poems, helping the local population to believe in rebirth and reconstruction. Poetry, human sympathy, collective consciousness, can achieve that.

The incipital poem of Charles Tomlinson’s sylloge *Italian Places* is significantly titled “Piazza”, the poet himself using the very Italian word:

<p>Piazza <i>In the piazza at Ascoli Piceno</i> <i>The people walk on travertine, not asphalt</i> <i>Marble that paviours patterned into squares</i> <i>Each with its slim, stone borders</i> <i>In a mathematic of recession. All the generations</i> <i>Go their measured way and savour now</i> <i>The sharp air of a winter Sunday.</i> <i>That child, muffled against the cold,</i> <i>Has discovered the long line of stone</i> <i>Slicing the centre of the expanse</i> <i>And is following it, has to be restrained,</i> <i>Pacified, but already he has caught</i> <i>A border stretching out edgeways,</i> <i>Sets off to follow that. One day</i> <i>He will put it all together, time</i> <i>That he does not know exists, teaching him</i> <i>To eye it all entire, admit</i> <i>That these leisurely restrictions are a fiction</i> <i>That reveals the real, mapping our footfalls,</i> <i>Our swung arms, our slow dance here,</i> <i>For an afternoon the guests of symmetry,</i> <i>Treading its stones in this theatre of chance.</i></p> <p>(Charles Tomlinson)</p>	<p>Piazza <i>Nella piazza di Ascoli Piceno</i> <i>La gente cammina sul travertino, non sull’asfalto –</i> <i>Marmo che il selciatori hanno tagliato in quadrati</i> <i>Ciascuno con quel suo contorno sottile di pietra</i> <i>In una matematica dell’arretramento. Ogni generazione</i> <i>Procede alla sua maniera cadenzata e possiede ora il</i> <i>sapore</i> <i>Dell’aria pungente d’una domenica invernale.</i> <i>Quel bambino, imbaccuccato contro il freddo,</i> <i>Ha scoperto la lunga linea di pietra</i> <i>Che affetta il centro dell’estensione</i> <i>E la sta seguendo, deve essere trattenuto,</i> <i>Chetato, eppure ha già colto</i> <i>Un contorno che si distende di traverso,</i> <i>E parte per seguirlo. Un giorno</i> <i>Ricostruirà il tutto, un tempo</i> <i>Di cui non conosce l’esistenza, che gli insegnerà</i> <i>Ad osservare tutto per intero, ammettere</i> <i>Che queste comode restrizioni sono finzione</i> <i>Che svela il vero, che mappa i rumori dei nostri passi,</i> <i>Le nostre braccia dondolanti, la nostra danza lenta qui,</i> <i>Ospiti della simmetria per un pomeriggio,</i> <i>Mentre calpestiamo le sue pietre in questo teatro del</i> <i>destino.</i></p> <p>(Trad. Marco Fazzini)</p>
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And then we have:

<p><i>The Adriatic Side</i> - “for Pierangelo Cesaretti “</p> <p><i>‘You must see Il lato adriatico’, so someone said, and now I have visited the place I know why you ask me to compare the public square of Ascoli with that of Fermo and admit that Fermo’s inferior to the other – after all you were born there. I admit nothing, of course, and go on reserving my judgment while admiring both: I am loath to sacrifice the least particle of either – My traveller’s lot is to be the patriot of half the world.</i></p> <p>(Charles Tomlinson)</p>	<p><i>Il lato adriatico</i> - “a Pierangelo Cesaretti”</p> <p><i>‘Il lato adriatico devi vedere’ qualcuno ha detto, e ora che ho visto il luogo comprendo perché m’hai chiesto di paragonare la piazza d’Ascoli a quella di Fermo e sostenere che questa è inferiore, Beh, dopo tutto è lì che sei nato. Ma nulla ammetto, sospendo il giudizio e ammiro entrambe ben riluttante a sacrificare la parte minima d’una o dell’altra. E’ la mia sorte di viaggiatore esser patriota di metà del mondo.</i></p> <p>(Trad. Stefania D’Agata D’Ottavi)</p>
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By way of translation, “... we coincide / Against distance, wind and tide, meet / And translate our worlds to one another”. (Charles Tomlinson, in a poem dedicated to Octavio Paz, published in *The Door in the Wall* (1992).



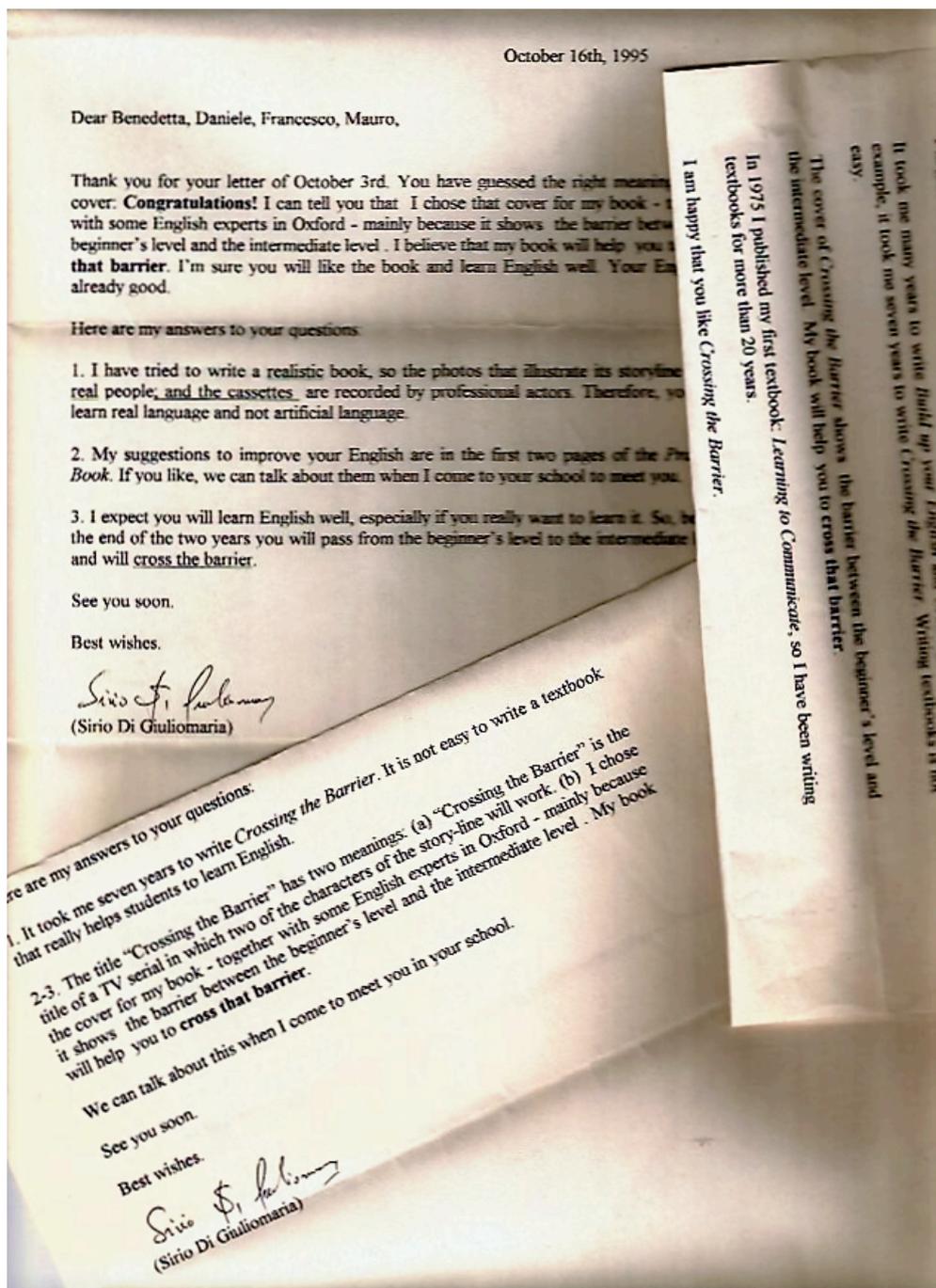
Ascoli Piceno, Piazza del Popolo



Fermo, Piazza del Popolo

The way they learned

by Anna Rosa Iraldo



The title of today's note should be *The way they taught* as it is devoted to an innovator in the field of language teaching methodologies, Sirio Digiuliomaria.

During the annual TESOL Italy convention the Sirio Digiuliomaria Award is given to a teacher of English who has successfully carried out a positive teaching experience concerning the development of communicative competence in English. With this award TESOL Italy honors the memory of one of its most outstanding members, a book writer and a teacher trainer who spread the "communicative approach" among EFL teachers.

While browsing through one of Sirio's books looking for effective communication activities to be quoted in these lines, I came across an envelope containing five Sirio's letters to my students.

Instead of continuing my analysis of the book I was carried out by the memory of this exchange. All this happened in 1995: my students had been encouraged to write to the author of their course book in order to get indications of the learning path lying ahead of them. And Sirio answered each of them; this exchange was then followed by his visit to my class and by the students' skyrocketing interest for English.

Other apparently meaningless episodes have come to my mind: a teacher who is now approaching retirement told me how Sirio had received her as a young substitute and encouraged her in her first approach to the class; another remembered how she had unexpectedly been involved in public speaking to find out that she could cope very well, another was successfully involved in tasks and roles which she would never have thought of.

just a few examples that even after so many years and so great progress in the field of EFL teaching, lead to the conclusion that, prior to any unrenounceable, innovative theory, the teacher's availability, attention, confidence building, trust in and respect of students are the nourishing ground of the communicative approach, and of any classroom activity .

“A MULTI-CULTURAL SENSITIVE GENERATION”

(A new challenge for the future)

by Patrizia Cardone

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2021. Education, training, youth and sport can make a major contribution to help tackle socioeconomic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion. A great opportunity for the ITI GIORDANI-STRIANO, a Technical Institute in Naples, involved in an Erasmus+ project (KEY ACTION 2 – COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES) titled “A multi-cultural sensitive generation”.

The project has the duration of two years and involves partners from Romania, Poland, Latvia, Slovenia and Turkey who are engaged in a Transnational Strategic Partnership aimed to develop initiatives, promote innovation, exchange of experiences and know-how as to different aspects of multiculturalism.

The first international project meeting, held in Naples from 7th to 9th November 2016, enabled partners to exchange information and ideas and provided a training course focused on intercultural communication, the school as a complex system, inclusive education, stereotypes and prejudices, disability, management and mediation in conflicts. A range of experts were invited to talk on different intercultural methodologies, expressive methods, inclusive practices in order to provide the participants with innovative approaches to address social, ethnic, linguistic and cultural diversity by providing more attractive education in line with individual needs and expectations.

Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education is a key to promote common European values, foster social integration, enhance intercultural understanding and a sense of belonging to a community, and to prevent violent radicalisation. Thus, Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants.

This investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to ensure equity, prosperity and social inclusion in Europe and beyond.



(continued from p.1)

Target	Azioni formative	Soggetti da coinvolgere	Quando
Formatori/tutor (docenti di tutti gli ordini e gradi di scuola di tutte le lingue straniere)	Percorsi di formazione linguistica e metodologica	1.500	Anni scolastici 2016/2018
Docenti di scuola dell'infanzia A0 > B1	Percorsi di formazione linguistica con elementi di metodologia didattica innovativa per il raggiungimento del livello B1.	10.000	Anni scolastici 2016/2019
Docenti di scuola primaria A1 > B1	Percorsi di formazione linguistica con elementi di metodologia didattica innovativa per il raggiungimento del livello B1.	10.000	Anni scolastici 2016/2019
Docenti di scuola primaria B1 > B2	Percorsi di formazione linguistica con elementi di metodologia didattica innovativa per il raggiungimento del livello B2 previsto successivo percorso di metodologia CLIL per 10.000 docenti del gruppo formato al B2	25.000	Anni scolastici 2016/2019
Docenti di lingua straniera di Scuola Secondaria di I grado	Percorso di potenziamento linguistico con elementi di metodologia didattica innovativa	10.000	Anni scolastici 2016/2019
Docenti di DNL di Scuola Secondaria di I grado A1 > B2	Percorsi di formazione linguistica per il raggiungimento del livello B2 (propedeutico al CLIL)	10.000	Anni scolastici 2016/2019
Docenti di lingua straniera e di DNL di scuola secondaria di I grado CLIL	Percorsi di formazione metodologica per il CLIL	15.000	Anno scolastico 2017/2018
Docenti di lingua e cultura straniera di Scuola secondaria di II grado	Percorso di potenziamento linguistico con elementi di metodologia didattica innovativa	10.000	Anni scolastici 2016/2019
Docenti di lingua e cultura straniera di Scuola secondaria di II grado	Percorsi di formazione metodologica per il CLIL	10.000	Anni scolastici 2016/2019
Docenti di DNL di Scuola Secondaria di II grado B1 > C1	Percorsi di formazione linguistica per il raggiungimento del livello C1 (propedeutico al CLIL)	20.000	Anni scolastici 2016/2019
Docenti di DNL di scuola secondaria di II grado CLIL	Percorsi di formazione metodologica per il CLIL	10.000	Anno scolastico 2017/2018

COMPETENZE DI LINGUA STRANIERA

Table 1 – Foreign languages and CLIL training actions 2016-19

Great attention is offered to the language dimension, plurilingualism and intercultural education by the Ministry of Education: “considerato il nuovo contesto plurilingue in cui la scuola oggi si trova ad operare, costituito dal confronto con altre lingue e culture nonché da scambi e relazioni con altri paesi europei ed extraeuropei, è necessario ampliare la prospettiva e sviluppare la competenza plurilingue e interculturale di tutto il personale della scuola”.

The added value of learning technologies for foreign languages and CLIL, which is strongly supported by the European Commission, also in light of the latest national and international evidence-based research trends, is clearly highlighted in this document, which focuses on “percorsi che combinino diverse modalità formative (es. lingua e cultura, tecniche innovative, misurazione e valutazione delle competenze linguistiche, corsi in presenza, online, stage all'estero, ecc.)”.

Key contents are therefore based on digital competences and new innovative learning environments: it is self-evident how Italian policy-makers believe that technology enhanced language learning and CLIL can favor better quality in education and teachers' professional development.

The link between CLIL and learning technologies is also mentioned in the latest bids for school networks launched by the DG for school curricula of the Ministry of Education aiming at supporting the implementation of CLIL (DM 435/2015 for school year 2015-16 and DM 663/2016 for school year 2016/17).

On the 21st October 2016 a conference was held at the Ministry of Education titled "Extensive reading and innovative learning pathways for CLIL". The conference, promoted by the DG for school curricula in cooperation with the British Council, aimed at taking stock and disseminating the outcomes of CLIL projects financed by the DG for school curricula with Ministerial Decree n. 435/2015. The main focus of the conference was the innovative dimension of CLIL methodology which requires the use of new technologies, the set-up of new learning environments and the practice of extensive reading.

After the presentation of the state of the art of CLIL in "La Buona Scuola" by Gisella Langé, Nina Prentice and Jackie Aiello, "Read on!" researchers and trainers, described some projects and experiences on extensive reading for eCLIL and Maria Norton from the British Council provided some examples of webtools and open education resources for CLIL teachers. Letizia Cinganotto presented the national and international framework behind learning technologies for CLIL and focused on some projects, initiatives and tools to be used in a CLIL class. A survey promoted by the DG for School curricula in cooperation with INDIRE was announced; the aim is to create an inventory of the projects' outcomes and digital contents produced by school networks: a first step towards the creation of a "library" of materials and good practices which is part of INDIRE's mission within the National Teacher Training Plan.

A very interesting part of the conference was offered by teachers and students presenting some projects. In particular Anna Papapicco from Convitto Cirillo in Bari presented the "Active CLIL Readers" project¹ and Bianca Camiciottoli from IC A. Spinelli in Scandicci presented the "Senza Confini – EPIC@" project².

The students from Liceo Gullace in Rome, under the supervision of Maria Grazia Maglione, presented some multimedia and interactive games created within an extensive reading project: this was the highlight of the session, both for the innovative products and the ability to involve the audience of teachers in the games. Students looked comfortable and at ease in their performances that gave an example of best practice for creativity and good language interaction.

The students' voice rewarded teachers' investment in terms of time, energy, effort and quality work!

¹ "Active CLIL readers" project and materials are available here: http://www.convittocirillo.gov.it/index.php?option=com_k2&view=item&id=659:progetto-active-clil-readers&Itemid=970

² "Senza Confini – EPIC@" project and materials are available here: <https://epic2016.wordpress.com>

PERSPECTIVES

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Who's in the Classroom? (8)

by Melanie Rockenhaus

**What's going on in English classrooms in Italy?
Who are the teachers, and what do they think of
their jobs?**

**This series visits the classrooms of Italy to find
the answers to those questions.**

This month's teacher is Francesca Lo Bello, who has been teaching high school since 1993, the last 16 of them at the Liceo Scientifico Albert Einstein in Palermo. She also works as a teacher trainer for elementary school teachers and considers teaching to be a lifestyle. Francesca reminds us the Greeks called Palermo *Panormos*, or area with many naturally good landing places, and we're certainly happy to sail over and alight in her classroom.

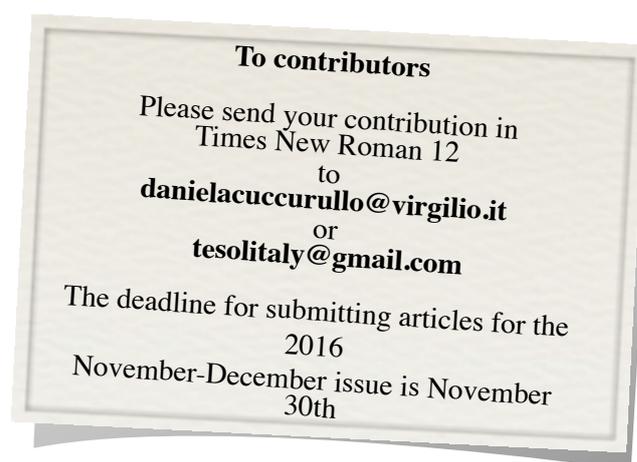
Creativity is at the basis of her teaching, so that she's always ready to modify any lesson plan partially in order to respond to the needs or moods of her students. In her opinion, "a focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future". She aims to help the teens in her classrooms develop the thinking and analytical skills that will allow them to know themselves, to understand their choices and their lives better. To do this, she chooses topics they feel are close to their own lives and encourages them to actively drive their own learning processes.

Each teen's learning process is reflected in individual output, which Francesca terms their "personal pathways". To exemplify her method, she described a series of classes about the Victorian Age. First she introduced the topic by using apparently unrelated sources, such as film clips (*Metropolis*, 1927; the video of the Pink Floyd's "Just Another Brick in the Wall") and an interview about Victorian Education. She then asked her students to study on their own and report on something related to the Victorians, such as the Ragged Schools. High schoolers are generally very surprised to learn of schools founded by tailors, shoemakers or other members of the working class, and this mingling of knowledge with emotions makes learning more memorable and permanent.

One worthwhile practice that Francesca shared is the idea of using what she calls a *soundtrack* for each class, an annual theme that characterizes that group. She uses the word soundtrack purposefully, referring to the world of movies as a mirror of the spirit of her teaching. For example, one group had empathy as its soundtrack, and she took care to link empathy with all the topics the class studied. Thus, when the English-language topic was Food and Education, she had her students compare their lives to the rest of the world. She asked them if they felt any responsibility for other young people living elsewhere and if so, how they managed to express that empathy they felt.

In short, Francesca considers her students' English both as an end in itself and as a means for them to learn about the world. And her personal approach to Continuing Professional Development (CPD) and improving her English reflects this method. Besides having lived in London for a year, she watches news on TV, listens to the music "her guys" – as she calls her students – listen to, attends English courses with native speakers, and takes advantage of as many training opportunities as she can, from TESOL to Cambridge to Helbling and more. Most importantly, she reflects on what she learns, hears, reads, and on what her learners say in order to be close to them and their lives. This is indeed the heart of CPD: developing our skills so we can better help our students develop theirs.

**Do you know of an interesting English teacher
who would like to be interviewed for this series?
If you do, please contact me at rockenhaus@gmail.com**



Greetings from the President

By Lina Vellucci

(continued from p.1)

Language Use at the University of Copenhagen. Her research interests include English-medium instruction (EMI), teacher cognition research, language assessment, ESP, and higher education language policy. She has been an active member of TESOL, having served on several Standing Committees, as well as the Board of Directors from 2006-2009.

Nayr Ibrahim, is head of Young Learners and the Bilingual Section at British Council in France, and a PhD student at the University of Reading where she is studying the link between trilingualism, trilliteracy and identity. Her interests include early language learning, bi/multilingualism, multiple literacies, and language and identity.

There will be over 55 other talks, workshops, panels and poster sessions to choose from in the two days of the Convention. As customary, there will also be a Book and Materials Exhibition with a wide selection of publications for language teaching.

Believe me, at TESOL Italy we are well aware of the efforts our members make, taking away family time and meeting extra expenses to come to the Convention to benefit from what they are entitled to, that is professional development. And that's the vital purpose of our association, to serve our members with quality professional development.

I do hope that those lucky enough to attend will share their experiences with their colleagues once back in their own hometowns. I feel that if good things happen to you, you have to pass them along so I hope you will.

Many changes in the education system are occurring in Italy and particular attention is being given to language education, recognizing the importance of language learning to build the language and cultural competency required for a globalizing community. At TESOL Italy we are trying to be prepared for and meet those changes.

By the time this editorial is published the populations of Central Italy will have been suffering the hardships of the aftermath of the major earthquakes in the month of October 2016. Our heartfelt solidarity goes to all those people and to the Civil Protection professionals and volunteers in these dramatic circumstances.

I'd also like to let you know that at the Convention this year TESOL Italy will be raising funds for Amatrice, the town that suffered casualties and great damages in the earthquake in August 2016. Since then there have been other quakes and other towns in Central Italy have been severely damaged so future fundraising activities might be organized because TESOL Italy is willing to offer its support to teachers wherever needed.

I hope you'll be able to join us at TESOL Italy's 41st National Convention on 18th and 19th November 2016.

Kind regards,

Lina Vellucci

President TESOL Italy

Reaffirming Our Core Values:

A Message to TESOL Professionals from TESOL President Dudley Reynolds and Executive Director Rosa Aronson

Fifty years ago, TESOL became a professional association based on the [core principles](#) of individual language rights, respect for diversity, multiculturalism, multilingualism, and inclusivity. These values are just as critical today as they were then, and provide a solid anchor against the strong oppositional forces that are sweeping across nations.

As we witness the unfolding of these troubling trends, TESOL International Association reaffirms these core principles and proudly welcomes professionals and students from all backgrounds and all creeds; they provide the rich texture of our community. Each year, we are honored to welcome thousands of our members to our worldwide events, as they come together to share their knowledge for their students' benefits, and to network with their peers.

We pledge to live up to our ideals of a global professional community in the face of all challenges.



Educational Integration of Refugees: A Classroom Approach

By Gerald Brennan – Cork education and Training board

The first meeting of the project entitled “Educational Integration of Refugees – A Classroom Approach” took place at I.T. Giordani-Striano in in Naples, Italy early in October. This is a two year European Union funded Erasmus+ KA201 project. Within the EU there has been a very significant increase in the number of refugees, indeed the number of refugees in the EU continues to grow on a daily basis. Many of these will need to be educated in our classrooms. Since the scale of this is new, the successful integration of these students into the classroom is of paramount importance. Teachers are rarely specifically trained to meet this challenge. Yet teachers need to be in a position to prepare these students for a successful life as European citizens and through this to increase social cohesion. Some educational institutions have well developed strategies to approach this challenge while others are just beginning to take up the mantle. It is a key element of this project to examine how schools and colleges have tackled the challenges brought by refugees in the past, to adopt and share best practice, look to find new strategies for successful integration of refugees and share the acquired knowledge widely within the teaching community. We need to empower teachers to continue developing their skills and competences in dealing with students in multicultural classrooms through a process of shared experiences and mutual support.

The difficulties facing refugees and those who support them as they progress along their learning pathway should not be underestimated. Many carry deep psychological scars from their previous experiences and find it difficult to adjust to the cultural norms of their host country. Educationally they often face the added challenge of having to learn a new language, in some cases even a new system of writing, and then to assimilate their learning through this foreign medium. Even those who have a good previous education may face the problem of not having their qualifications recognised in their host country and may see difference in curriculum and methodology that they find difficult. Teachers working with refugees need to be conscious of their own cultural prejudice as well as the fears, frustrations and aspirations of the refugee students. They need to understand how the delivery of educational curriculum in Europe may differ from the norms of their new students and also be conscious of the ways in which cultural beliefs can influence learning.

In order to approach this issue in a structured form we intend to:

- 1) Listen to the needs, concerns, difficulties encountered and general opinions of refugees currently in our institutes.
- 2) Examine strategies currently in place in each institute to support Refugees/asylum seekers to integrate successfully into the classroom and progress successfully along the learning pathway.

- 3) Adopt best practice from each institute and adapt these practices for use in each individual school/college.
- 4) Create new approaches/strategies to help refugees/asylum seekers to integrate successfully into the European Educational system.
- 5) Examine progression routes open to refugees.
- 6) Disseminate the project learning to as wide an educational audience as possible.

In doing this we plan to maintain a clear focus on the work of the teacher in the classroom and how the teacher can be empowered to better assist students who are refugees. Only through the empowerment of teachers in this area can we hope to truly enhance the individual students learning experience. We also recognize that methods learned by teachers here can also be applied to the education of other minority groups.

We envisage that the activities we will undertake during the two years of this project will result in:

- The improvement of the pedagogical and didactic skills of the participating teachers.
- Professional enrichment for all project team members by means of exchange of good practices with the other schools/institutions
- Improvement of refugee and minority students' school life and social life by applying in class new didactic strategies, methods and techniques.

This project is being coordinated by the Cork Education and Training Board, Ireland with the remaining partners being VHS Regen, Germany, I.T. Giordani-Strianoin, Italy, Esenler Ilce Milli Egitim Mudurlugu, Turkey and Inspectoratul Scolar Judetean Bacau, Romania.



News from the lucky winner of a NILE teacher training course TESOL Italy's 40th National Convention

My name is Gun-Marie Larsson and I was born in Sweden, where I grew up. I have always loved travelling and learning languages, so the choice to become a teacher was an easy one. I spent 13 summers teaching English in Finland, working for the Swedish

language school EF (Europeiska Ferieskolan), where the students had lessons, spare time activities and excursions. They all stayed with host families and so did I.

I have a masters in the following languages: Swedish, English, and German. I have written course books in Swedish and English in Sweden for high school students. In 2005, I moved to Hanoi to teach Swedish at UNIS (United Nations International School) and I stayed there for four years, fully enjoying the life in an Asian country and all the exciting travelling in the region.

In 2009, I moved to Belgium, where I teach Swedish, English B (1B) and EAL at St. John's International School in Waterloo, south of Brussels. I still enjoy travelling, a nice dinner with friends, books and films and I miss not being able to have a dog.

Kind regards,
Gun-Marie Larsson



Web Watch

Back to school



by
Esterina La Torre

What is more traumatic than going back to school? Summer is over and this is sad for both teachers and students. Actually the starting of a new school year for teachers means a time of preparation, organization and meetings while students need to buy their supplies, new books and organize themselves. Most teachers kick off the school year by introducing themselves and talking about the syllabus of the year, they often give students a chance to present themselves to the rest of the class, anyway there are always students that live these first days with worries and anxiety, what can teachers do to create a good atmosphere? They can take advantage of the amount of educational resources available on internet, here are some suggestions, they include icebreakers, games and activities. Enjoy this new school year andGood Work!

<ul style="list-style-type: none"> • Icebreakers • Icebreakers -Getting to know you • Icebreakers • 360 Warmers and Fillers 	<ul style="list-style-type: none"> • http://www.eslinsider.com/how-to-teach-english-videos/warm-up-icebreakers • http://www.icebreakers.ws/get-to-know-you • https://www.teachervision.com/icebreaker/resource/6063.html • http://busyteacher.org/teaching_ideas_and_techniques/warmers/
<ul style="list-style-type: none"> • 7 Writing Tasks with the Use of Video • Back to school worksheet • Speaking activities • Listening activities 	<ul style="list-style-type: none"> • http://busyteacher.org/20767-7-writing-tasks-video-esl-teachers-practice.html • http://bogglesworldesl.com/back_to_school_worksheets.htm • http://www.englishcurrent.com/speaking/ • https://blog.udemy.com/listening-skills-exercises/

TESOL Italy groups

REQUISITI PER IL RICONOSCIMENTO



Si raccomanda a tutti i colleghi impegnati o che intendono impegnarsi nella costituzione di un gruppo provinciale TESOL Italy di inviare all'Executive Committee la seguente documentazione:

1. Elenco nominativo degli iscritti (minimo cinque), con allegata fotocopia della ricevuta del relativo versamento sul c/c postale n. 15774003 intestato ad Associazione TESOL Italy, Via Boncompagni 2, 00187 ROMA.
2. Verbale dell'assemblea costitutiva del gruppo da cui risultino l'elezione e il nome di un Coordinatore.
3. Programma delle attività che il gruppo intende svolgere nel corso dell'anno.
4. L'Executive Committee, preso atto della documentazione prodotta dal gruppo, si riunisce per deliberarne il riconoscimento ed invia successivamente il testo della delibera al Coordinatore.

Il Coordinatore del gruppo TESOL Italy rappresenta a tutti gli effetti l'Associazione nell'ambito della provincia in cui il gruppo svolge la sua attività ed è tenuto a presentare una relazione annuale in sede di National Committee.

I membri del Consiglio di Presidenza e la Segreteria di TESOL Italy sono a disposizione per qualsiasi eventuale richiesta di ulteriori informazioni.

La collega incaricata dall'Executive Committee del coordinamento nazionale dei gruppi è Maria Grazia Maglione (e-mail: grazia.maglione@gmail.com).

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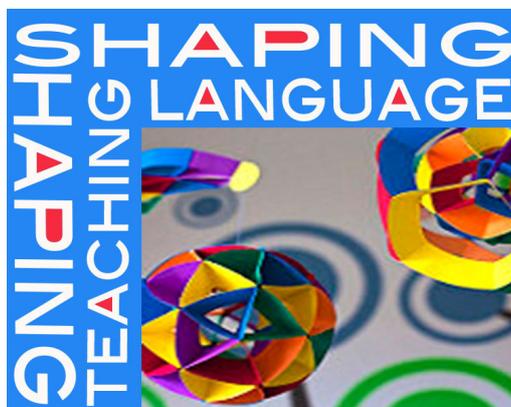
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TESOL Italy's 41st National Annual Convention

18th-19th November, 2016
Rome



SUBTHEMES

The Privilege of the Non-native Speaker
English in Multicultural Education
The Value of Evaluation

PLENARY SPEAKERS



Dudley Reynolds

Sponsored by TESOL
International Association and
the Public Affairs Section of the
U.S.A Embassy in Rome



Joyce Kling

Sponsored by TESOL
International Association and
the Public Affairs Section of the
U.S.A Embassy in Rome



Nayr Ibrahim

Sponsored by British Council